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ABSTRACT

The Connecticut Curriculum Trace Maps for music are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practice. The Trace Maps provide specific descriptions of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Connecticut's music Trace Maps present examples of assessable activities for grade 2, 4, 6, 8, 10, and 12 based on the Connecticut Standards; a code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity. Content standards addressed in these music Trace Maps for grades 10 and 12 are: (1) students will sing, alone and with others, a varied repertoire of songs; (2) students will play, alone and with others, a varied repertoire of instrumental music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music; (5) students will read and notate music; (6) students will listen to, describe, and analyze music; (7) students will evaluate music and music performance; (8) students will make connections between music, other disciplines, and daily life; and (9) students will understand music in relation to history and culture. (BT)

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CONNECTICUT

STATE DEPARTMENT OF EDUCATION

Division of Teaching and Learning

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Connecticut Music Trace Map

For Grades 10 and 12

SO 033 726

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The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 History and Social Studies performance standards into objectives and classroom practice. The Trace Maps provide more specific description of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students toward the attainment of Connecticut's standards in each discipline.

The Trace Maps were created by teams of Connecticut history/social studies education educators through funding provided under the Connecticut School Improvement Initiative, Goals 2000.

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Connecticut Music Trace Map*
for Grades 10 and 12

Last Revised April 11, 1999

* Connecticut's trace maps present examples of assessable activities for Grades 2, 4, 6, 8, 10, 12 based on the Connecticut Standards

Note: A code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity.

Music Content Standard 1:

Students will sing, alone and with others, a varied repertoire of songs

Performance Standards:

a. (continues from previous level) sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
b. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1-6, including some songs performed from memory
c. sing music ensemble music for up to four parts, with and without accompaniment
d. demonstrate well-developed ensemble skills
e. sing in small ensembles with one student on a part

GRADE 10

Chorus

Students sing a varied repertoire of literature, (i.e. different historical periods, nationalistic, jazz, popular), on the appropriate part of music with a difficulty of 3, alone, as a member of a quartet, or as a member in a large ensemble. The selections are performed with expression, technical accuracy, musically and with ensemble awareness.
Standard 1b,c,d,e

Chorus/General

Students will sing one piece with accompaniment, one piece a capella, or one piece from memory. Students demonstrate technical proficiency and proper expression.
Standard 1b,e

Band/Orchestra

Students sing a melodic passages and/or excerpts of their instrumental part, alone and with others, at a difficulty level of at least 2.
Standard 1 b,c,d,e

GRADE 12

Chorus

Students sing a varied repertoire of literature, with good breath control, the melody and one other harmonic part of a four part composition with a difficulty level of 4, alone, and as a member of a quartet, and in a large ensemble. Students demonstrate well developed ensemble and musical skills.
Standard 1b,c,d,e

Chorus/General

Students sing one piece with accompaniment, one piece a capella, and one piece from memory. Students demonstrate technical proficiency and proper expression.
Standard 1b,e

Music Content Standard 2:

Students will play, alone and with others, a varied repertoire of instrumental music.

Performance Standards:

a. (continues from previous level) perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
b. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1-6.
c. (continues from previous level) play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
d. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
e. Perform in small ensembles with one student on a part

GRADE 10

Chorus/General

Students perform on percussion or simple melody instruments, in small ensembles with more than one student on a part, level 3 music, demonstrating well-developed ensemble skills and good posture and playing position.
Standard 2b,c

Students play rhythm instruments with select choral pieces.
Standard 2b

Students play their part on keyboard instruments or recorder with good posture and playing position.
Standard 2b

GRADE 12

Chorus/General

Students perform keyboard or another harmonic/accompaniment instrument in small ensembles with one student per part on level 3 music.
Standard 2b,c,d.

Students play a selected melody, from their choral literature, on a keyboard instrument or through loading that data onto a sequencer.
Standard 2b

Using a MIDI lab, students record an instrument representing their vocal part in step-time.
Standard 2a,b

Band/Orchestra

Given a prepared track, students play their parts in a "music minus one" setting.
Standard 2c

Students perform on at least one instrument accurately and independently with good posture and playing position and well-developed ensemble skills, a varied repertoire of music with a difficulty level of 3.
Standard 2b,c,d

Band/Orchestra

Students perform on at least one instrument accurately and independently with good posture and playing position and well-developed ensemble skills, a varied repertoire of music with a difficulty level of 4.
Standard 2b,c,d

Music Content Standard 3:

Students will improvise melodies, variations, and accompaniments

Performance Standards:

a. improvise stylistically appropriate harmonizing parts
b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
c. improvise original melodies over given chord progressions each in a consistent style, meter and tonality

GRADE 10

Using rhythmic and melodic material, students imitate the melody of a composition.
Standard 3b

Given the "Blues" scale, students create melodies over a harmonic setting of Tonic, Subdominant, and Dominant chords for twelve bars.
Standard 3b, c

Students provide a harmony part for an improvised line in roots or chord tones
Standard 3 a

GRADE 12

Students react musically to another student's improvised melody. The students "trade four's" and accompany each other with "root", chord tones, or a counter-melody.
Standard 3a, b, c

Jazz

Students improvise a stylistically authentic solo for a song which includes the functions I, ii, V7 in both major and minor. Students demonstrate mastery of harmonic changes and sensitivity to the accompaning instruments.
Standard 3a, b, c

Music Content Standard 4:

Students will compose and arrange music

Performance Standards:

a. Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
b. Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
c. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

GRADE 10

Theory/Composition
Students compose a melody based on a tune whose harmonic progression includes: Dominant, tonic, and Sub Dominant function.
Standard (additional)

Students harmonize a simple melody in choral style using proper voice leading.
Standard (additional)

Given a harmonic progression and melody, students arrange the composition for three other voices.
Standard 4a, b

Performance Ensembles
Students compose a melody and counter melody based on a folk tune whose harmonic progression includes: I, V, IV in major.
Students score a duet for instruments in contrasting keys.
Standard 4c

GRADE 12

Theory/Composition/Performance Ensembles
Students compose a melody based on a tune whose harmonic progression includes: Tonic, Dominant, and Sub Dominant functions. Students compose 3 stylistic variations of their composition. Students arrange these variations for a 4 voiced mixed ensemble, including transposing instruments. Variations should be stylistically appropriate.
Standard 4a, b, c

Given a subject, students are asked to write a three voice fugue. Part A - Students write the 2nd and 3rd voice entrance of the subject as found in a standard fugue setting. Part B- Students continue all voices after their entrance with counterpoint that harmonically fits with the fugue setting. Part C- Students continue for another 8 bars and use material from the original fugue to create a new section.
Standard (additional)

Music Technology/Theory/Comp.
Using sequencing software, devise a rhythm section accompaniment to a song and notate the sequence
Standard c

Create a melody on "Band in a Box" software. Manipulate the program to choose harmonic settings that work.
Standard c

Compose a piece using MIDI instruments and a sequencing program that includes rhythm and melodic instruments.
Standard c

the elements of music for expressive effect
:ces were written in ways that preserve or

instruments, demonstrating knowledge

GRADE 12

Theory/Composition/Performance Ensembles
Students compose a melody based on a tune whose harmonic progression includes: Tonic, Dominant, and Sub Dominant functions. Students compose 3 stylistic variations of their composition. Students arrange these variations for a 4 voiced mixed ensemble, including transposing instruments. Variations should be stylistically appropriate.
Standard 4a, b, c

Given a subject, students are asked to write a three voice fugue. Part A - Students write the 2nd and 3rd voice entrance of the subject as found in a standard fugue setting. Part B- Students continue all voices after their entrance with counterpoint that harmonically fits with the fugue setting. Part C- Students continue for another 8 bars and use material from the original fugue to create a new section.
Standard (additional)

Compose a piece using MIDI instruments and a sequencing program that includes rhythm and melodic instruments.
Standard c

Music Content Standard 5:

Students will read and notate music

Performance Standards:

a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
b. (continues from previous level) read at sight simple melodies in both the treble and bass clefs
c. (continues from previous level) indentify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
d. (continues from previous level) use standard notation to record their musical ideas and the musical ideas of others
e. sight-read, accurately and expressively, music with a difficulty level of 3, on a scale of 1-6

GRADE 10

Students demonstrate the ability to interpret a four line score and describe how the elements of music are used.
Standard 5a

Students perform an original melody and accurately notate what they perform.
Standard d

Using a collection, such as a hymnal, (with a difficulty level of three) assign students to a new page each day to perform at sight.
Standard e

Students take rhythmic dictation of up to four bars of simple and compound meter that includs a variety of beat division patterns.
Standard (additional)

GRADE 12

Students demonstrate the ability to interpret a band or orchestral score and describe how the elements of music are used.
Standard a

Given a melody or progression, students accurately transcribe it.
Standard (additional)

Students, as a regular part of many rehearsals, accurately and expressively site-read challenging literature.
Standard e

Students take melodic dictation of up to four bars of simple and compound meters that utilize stepwise and triadic intervals.
Standard (additional)

Music Content Standard 6:

Students will listen to, describe and analyze music

Performance Standards:

a. (continues from previous level) identify simple music forms when presented aurally
b.(continues from previous level) describe specific music events in a given aural example, using appropriate terminology
c. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
d. Demonstrate extensive knowledge of the technical vocabulary of music
e.(continues from previous level) identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's and male and female adult voices
f. Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar use of these divices and techniques

GRADE 10

Compare and contrast 2 keyboard concerti such as Bach's keyboard concerto in Fm to Rachmaninoff's piano concerto No. 2 in Cm. Using technical terms to illustrate divergence and similarity in style, students outline the form and expressive devises.
Standard 6c, d

Students compare and contrast 2 artists interpretation of the same work, such as Albert King and Stevie Ray Vaughan treatments of "The Sky Is Crying", using technical terminology to write a persuasive essay.
Standard 6c,d,f

GRADE 12

Students describe in detail 4 significant events in a work such as in Morton Gould's "American Salute" (Copland's Applachian Spring") or another piece the ensemble is playing. Using technical vocabulary to explain the importance of these events in unifying and varying the composition, students give examples which parallel these events in other pieces.
Standard 6c,d

Students describe how a musical climax is reached in three different pieces of contrasting styles.
Standard 6f

Music Content Standard 7:

Students will evaluate music and music performances

Performance Standards:

a. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.
b. Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

GRADE 10

Students compare and contrast their own performances to those of one or more other performances. Students identify 3 positive comments and 3 constructive criticisms that show need for improvement, using previously developed criteria.
Standard 7b

Students listen to music of same genre, such as: 2 marches, 2 love songs, 2 jazz pieces; and explain why he/she feels one is more effective than the other, based on established criteria.
Standard 7a, b

Band/Orchestra/Chorus

Using student designed criteria, students reflect upon rehearsals and identity improvements needed.
Standard a, b

Students select the order of a performance and articulate reasons for their choices.
Standard b

Students critique a concert, using established, student devised criteria
Standard 7a,b

GRADE 12

Using student designed criteria, students listen to a piece of music they have never heard before and critique the composition and/or the performance using comparisons drawn from their experience.
Standard a, b

After taping a self-performance of "Comfirmation", a student will compare his improvisation with the recording of the same by Charlie Parker using student designed criteria.
Standard a, b

Band/Orchestra/Chorus

Students look at a transcribed band piece and the original orchestral setting such as "Festival Overture" or "William Tell." Students describe the interpretation decisions made by the transcriber when assigning the instrumentation.
Standard 7b

Music Content Standard 8:

Students will make connections between music, other disciplines and daily life.

Performance Standards:

a.. Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.
b. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
c. Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
d. Apply music skills and understandings to solve problems relevant to a variety of careers

GRADE 10

Language Arts - students compare and contrast the images, feelings, and meanings conveyed by music and literature.
Standard 8c

Science/Physics - students demonstrate the physical properties of tone production in string, wind, percussion and electronic instruments and the human voice.
Standard 8c

Science/Music -Students experiment with synthesizers to generate various wave forms and describe the use of overtones in the role of shaping timbre.
Standard 8c

Dance/Music -Given a piece of music from a particular culture/historic time period, students identify the music elements that influenced & vice-versa, the dance of that period (e.g., the music of Mozart and the minuet, the music ofTchaikovsky and ballet, Celtic dancing and the development of Riverdance, etc.)
Standard 8 a,b

GRADE 12

By producing a recording/CD of a school performance, students are involved in the engineering, editing, production, distribution, etc.
Standard 8d

Art/Music - Students compare and contrast a work of art, a piece of music, a dance and a theater piece from the same historical time period.
Standard 8a

Students visit and/or job-shadow professionals in the music industry.
Standard 8d

Students describe the similarities and differences between an audition and an interview.
Standard 8 d

Music/Art - Students identify how the music and art of a particular era reflects the social and political attitudes of the time.
Standard 8b

Art/Music - Students compare music and works of art from the Baroque period.
Standard 8b

Health/Music - Discuss and identify the health issues involved in music:

a) stage fright
b) relaxation music
c) purpose
d) vocal cords and nodes
e) other specific health issues like carpal tunnel syndrome in pianists, etc.

Standard 8c

Students brainstorm a list and explore careers made possible by new technologies.
Standard 8 d

Music Content Standard 9:

Students will understand music in relation to history and culture

Performance Standards:

a. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classification.
b. (continues from previous level) describe distinguishing characteristics of representative music genres and styles from variety of cultures
c. (continues from previous level) classify be genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (that is, high quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary.
d.. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
e. (continues from previous level) identify various uses of music in their daily experiences and describe characteristics that make music suitable for each use.
f. Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

GRADE 10

Students classify each of the music compositions they have performed/studied by stylistic period. They identify the characteristics of the period within the music.
Standard 9a

Students explore and compare the role of music and the musician in non-Western and Western societies.
Standard 9f

Given a jazz composition in a big band setting, students will trace evolution of that song through the various jazz styles.
Standard 9d

GRADE 12

When listening to aural examples of unfamiliar music, students identify the characteristics of the period within the music.
Standard 9a

Students explore the role of musicians and composers in the European pre-Baroque era, and discuss how that is different in today's Western society.
Standard 9d, f